

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Department	World Languages			Course Title	Spanish 7AB		
Course Code			Grade Level	7 th grade		Course Length	1 year (2 semesters)
Credits/Semester	5	Required for Graduation		No		Elective Credit	Humanities
Prerequisites	Must have B or better in 6 th grade Language Arts & 6th grade Mathematics from feeder site (w/ special instructor permission)						
Community College Articulation			Name of College				
UC/CSU Articulation			Name of University				
Meets UC/CSU “a-g” Requirement			Meets NCAA Requirement		Honors Grading Differentiation		No

COURSE DESCRIPTION

Beginning students will acquire the basic skills necessary to function in a variety of real-life situations they may encounter in Spanish-speaking contexts, interactions, and environments. Students will acquire and develop beginning reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve desired tasks. Throughout the course students will be exposed to the various Spanish- speaking cultures and peoples which will include: Geography, History, Art, Traditions, & Current Events. The class will be conducted increasingly in Spanish. Students are expected to participate in class activities using the target language as the course progresses.

GOALS (Expected performance outcomes for students)

- Develop, understand, and use the written and spoken language in a large range of situations & contexts.
- Express ideas, opinions, and feelings orally and in writing.
- Develop basic reading and analysis skills in the target language (L2).
- Understand and use a variety of linguistic and grammatical structures correctly.
- Develop writing skills through various productive contexts in Spanish.
- Develop and utilize various decoding strategies.
- Develop awareness and become familiar with various Spanish speaking cultures and traditions.

CALIFORNIA CONTENT STANDARDS

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them are an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s” of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines, California Framework for World Languages, and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects

Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2- Students understand and interpret spoken and written Spanish on a variety of topics.

Standard 1.3- Students present information, concepts, and ideas in Spanish to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.

Standard 2.1- Demonstrate understanding between practices and perspectives of Hispanic Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Hispanic cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Standard 3.1- Students reinforce and further their knowledge of other disciplines through Spanish.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Spanish and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting

Standard 5.1- Use Spanish both within and beyond the school setting.

Standard 5.2- Students show evidence of becoming life long learners by using Spanish for personal enjoyment and enrichment.

Evaluation

Student achievement in all 4 receptive and productive language modalities (reading, writing, listening, speaking) will be measured using multiple formal and informal assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, informal oral/aural/written comprehension checks, homework, classwork, notebooks, portfolios, contextualized performance assessments, and written assessments using departmentalized rubrics. District-wide benchmark assessments will be assessed using the following chart:

Course Outline

Preliminary Unit	¡Hola, Bienvenidos!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Hola, Bienvenidos! (5 weeks) Subtopics: *Greetings: Use appropriate formal / informal greetings, goodbyes, and introductions. *Origin: Saying where you are from and asking others where they are from. *Numbers 0-100 Asking for and exchanging telephone numbers. *Saying what day it is. *Answering yes/no questions	*Greeting People *Introducing Yourself *Saying where you are from *Numbers 0-100 *Days of the week *Alphabet *Origin: soy, eres, es + de *Articles w/ country names Countries in Spanish	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. Communities: students learn to use the target language within and beyond the school setting Connections: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		N/A *Students will greet others using appropriate cultural mannerisms and language expressions. (morning, afternoon, evening). Ex. Guided skit, mini dialogs. ¡Buenos días!.... *Students will introduce themselves and others using formal & informal mannerisms to the class. Ex. Me llamo _____. ¿Cómo te llamas? *Students will ask for phone numbers and respond w/ their own. Ex. White board practice partner activity. ¿Cuál es tu teléfono? *Students will label maps of Spanish speaking countries and capitols.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

*Spanish names: Asking and saying names. *Geography: Know countries, capitols, geographical locations, where Spanish is spoken. *Alphabet: Spelling simple words, sound recognition, identification, correspondence. *Basic commands: Understanding commands and using appropriate responses.					
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Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.
	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 1 Chapter 1	¡Bienvenidos a Miami!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Bienvenidos a Miami! (4 weeks) Greet others (tú vs. usted) Presentations:	*Formal vs. informal language. *Subject Pronouns *The verb “Ser” –all forms	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of	N/A	*Mini dialogs- Partner/ Whole class. *A/B Partner Activities: Speaking & Listening Skills *Triad Activities *Drawings (infinitive verbs/ anchor	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston

Introducing others Saying where people are from. Expressing likes & dislikes Spanish speakers in the U.S. (Miami) Spanish Surnames	*Origin: Ser + de *Gustar / No gustar (ni w/ a series of negatives) *Infinitives	cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	vocab) *Guided essay (draft/final) *Whole class presentations *Vocab illustrations	Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an "H", a medium frequency standard will be labeled "M", and a low frequency standard will be labeled "L".

Unit 1 Chapter 2	Mis buenos amigos				
	Key Terms	Standards*		Model Tasks	Tools & Text
"Mis buenos amigos" Describing oneself and others.	*Definite articles *Indefinite articles *Adjectival forms: Gender	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop	N/A	*Describe what others are wearing. Ex. Powerpoint w/ famous people, classmates, etc. Ex. Ella lleva una blusa roja. *Describe personality of friends and family. Ex. Mi amiga es simpática.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston

Say others likes and dislikes Describe clothing Celebrations and traditions Música Tejana	& number *Ser + adjectives *Clothing items & expressions *Colors *Physical appearances *Personality traits	understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	*Describe physical traits. Ex. El chico es alto y guapo. *Mini writing activity (Quickwrite) Ex. Snowball. Guess who? *Slap game: Vocabulary practice in pairs. Ex. Students have images in front, compete w/ partner to identify and “slap” correct item prompted by teacher. *Mini Moscas- Vocab review game in pairs *Pictionary/Charades: Vocab identification / Gestos y Charada	Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
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Unit 1 Chapter 3	¡Hay tanto que hacer!				
	Key Terms	Standards*		Model Tasks	Tools & Text
Te presento a mi family. *Describe family *Ask and tell ages *Talk about birthdays *Give dates *Express possession *Saying what you have	*Relatives and family member vocabulary *The verb tener *Possession w/ de *Possessive Adjectives *Dates & months *Numbers 101-1000 *Holidays & celebrations	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures.	N/A	*Pair activities: Matching family member w/ meanings. Ex. La hija de mi abuela es mi _____. / Answer= Madre *Writing Project: Family tree w/ descriptions of family members. *Día de los muertos: Cultural Experiences. Ex. Sugar skulls, artesanias, etc. *Number Around the world: Class activitiy using addition/subtraction/multiplication/division flash cards. Ex. 2 + 2 = 4 (dos y dos son cuatro) *Partner practice w/ manipulatives: Ex.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components

*Hispanic structures in the US. (Adobe / Haciendas) Celebrations of the year (Quinceañera, muertos, santos, etc)		Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		¿De quién es? ¿De quién son? Es la chaqueta de Juan. / Son los zapatos de Marta. *Mini dialogue: ¿Cuántos años tienes tú? Tengo _____ años. *Live Sentences: Human sentences, whole class puts (people/words) in correct structure.	Newspapers/magazines and all related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			

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Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 2 Chapter 1	Un día de clases				
	Key Terms	Standards*		Model Tasks	Tools & Text
Un día de clases *Describe classes and classroom objects *Say how often you do something *Discuss obligations *School/ School work in Spanish speaking countries	*Present Indicative of AR verbs. *AR Action verbs *AR verb formation *Adverbs of frequency (placement in a sentence) *Hay = There is / There are *Tener + que + infinitive *Hay + que + infinitive *Schedules / School Activity Vocab.	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching	N/A	Classes Partner Activity: Speaking How Often Partner Activity: Speaking practice using frequency adverbs. Classroom Objects Partner Activity Possession Using "de" and Classroom Objects Practice Classroom Objects Partner Activity Possessive Adjectives and Classroom Objects Practice Tener Que Practice Pen Pal Writing/ Mini Writing: "Día típico" Verb Guided Practice: Colored formation charts for –ar verbs.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia &

	*Ayudar + a & enseñar + a	approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		School Supplies Reading Pencil Poem Matamoscas: School Supplies, Classes / Students identify vocabulary items. Matamoscas: Verbs, Telling How Often	manipulatives.
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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 2 Chapter 2	Un horario difícil				
	Key Terms	Standards*		Model Tasks	Tools & Text
Un horario difícil	*Formation of the verb “ir”	<u>Communication</u> : students present information and exchange ideas about a variety of subjects	N/A	*Mini-clocks: Listening activity / Students use manipulatives to tell time in spanish.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
*Talk about schedules	*ir + a + place	<u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own.		*A/B Activity: Students work collaboratively to ask and tell time.	
*Ask and tell time	*Using phrases to ask / tell time	<u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.		*Question words: Song / Tprs / Gestos	
*Asking questions	*Using phrases to say at what time events occur	<u>Communities</u> : students learn to use the target language within and beyond the school setting		*Guided Practice & Cloze activities.	
*Say where you are going	*The verb Estar (location/ emotion)	<u>Connections</u> : topics integrate disciplines such as history, art, music, and English to		*Powerpoint: Making Questions in Spanish	
*Say what you are going to do	*Interrogatives: Using question words & intonation change questions			*Twinkle Twinkle “Little Estar”. Ser vs. Estar chant.	
*Request food				*Human Sentences: Cooperative Activity	
*Differences between school in the US and Spanish speaking countries				*Verb Reley: Class Competition.	
*Differences in names of food /mealtimes				*Profesores: Groups of 4 mini classes.	

*Mexican snacks (meriendas)		reinforce what the student is learning in the school setting with their current language studies.			
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Unit 2 Chapter 3	Mis actividades				
	Key Terms	Standards*		Model Tasks	Tools & Text
Mis actividades *Discuss plans *Sequence events	*Ir + a + infinitive *Present tense of regular er/ir verbs *er/ir verb formation *Verbs w/ irregular	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop	N/A	A/B Vocabulary Partner Activity Dot Game: -ER Verbs Practice/ -IR Verbs Practice Verb Reley: Class competition	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart,

*Talk about places and people you know *Young people in Mexico (youth comparisons)	“Yo” forms *Oír	understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		Conocer Practice Word Puzzle: Subject/Verb formation Gestos: Charades/ TPR Ir a + Infinitive Partner Activity Questions Using Etapa Vocabulary	& Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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Unit 3 Chapter 1	¡Al fin la graduación!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Me gusta el tiempo libre! *Extending/Accepting invitations *Talk on the phone *Saying where you are coming from *Say what just happened using.	*Using Estar w/ adjectives *Using Acabar + de + infinitive *Using venir + de + infinitive *Using Gustar + Infinitives (me, te, le, nos, os, les) prepositional a. *Telephone Vocabulary	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with	N/A	*Telephone conversations: Skits students present to who class. Without scripts. *Voicemails in spanish: Students record message, teacher leaves message in L2. *Gustar + Infinitive Partner Activity *Dialogues *Venir and Acabar + De Practice *Expressing feelings: Question/Answer Aloud *Identifying emotions: Gestos *Flyswatter Game	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all

		various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.			related realia & manipulatives.
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Unit 3 Chapter 2	¡Prospero Año Nuevo!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Deportes para todos! *Talking about sports *Expressing preferences *Saying what you know *Making comparisons	*Using the verb jugar u-->ue *Using the stem changing verbs e-->ie *Using the verb SABER *Using phrases to make comparisons	N/A <u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics		*Jugar Practice *Mas De and Tanto Como Practice *Pensar Partner Activity *Preferir Partner Activity *Stem-changing e--ie Verbs Practice *Mini picture narrations using comparisons.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

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Unit 3 Chapter 3	Celebraciones de patria				
	Key Terms	Standards*		Model Tasks	Tools & Text
<i>El tiempo en El Yunque</i> *Describing the weather *Discussing clothing and accessories *Stating opinions *Describing how one feels *Say what is happening	* Using weather expressions *Using tener expressions *Using direct object pronouns *Using the present progressive tense	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language	N/A	*Oyendo Practice *Present Progressive Partner activity *Tener Expressions Practice *TPRS: Storytelling. Students narrate in sentences & pics. Target language aural practice *Weather Partner Activity *Qué tiempo hace hoy—Whether song w/ manipulatives in Spanish. Students sing in target language and use manipulatives to demonstrate aural / oral comprehension. *Seasons and Art Activity	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

		studies.			
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 4 Chapter 1	El próximo paso				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡A visitar mi prima! *Identifying places *Giving	*Using the verb DECIR * Using prepositions of location *Using regular affirmative tú	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop	N/A	*Telephone game around the room using "¿dice & qué dice?" *Human sentences *Map around the room: Give students directions using commands. (Tape)	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart,

addresses *Choosing transportation *Requesting directions *Giving instructions	commands *Dops: Direct object pronouns	understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	*Command listening activity: Teacher prompts students to change locations in the class. *Student maps: Students give each other directions using commands.	& Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading) , partner test.		

	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 4 Chapter 2	¿Cuál será tu profesión?				
	Key Terms	Standards*		Model Tasks	Tools & Text
En el mercado * Talk about shopping *Making purchases *Talking about giving gifts *Bargaining	*Using stem changing verbs: o-->ue *Costar *Using indirect object pronouns	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills	N/A	*El mercado: Bargaining students use puntos (dinero) to purchase, bargain, shop in spanish. *Websearch: Pricing in Spanish speaking countries/ Exchange rates. *Powerpoint: Idops—oral/aural comprehension quiz in target language. *Sentence strips: Cooperative activity/ Guided practice with iDop placement. *Los no haceres y quehaceres: Las reglas de regatear.	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all

		are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.			related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 4 Chapter 3	Un mundo de posibilidades				
	Key Terms	Standards*		Model Tasks	Tools & Text
¿Qué hacer en Oaxaca? *Ordering food *Requesting the check *Talking about food *Expressing extremes *Saying where you went	*Using the verb gustar with nouns *Using affirmative and negative words *Using stem-changing verbs e-->i	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to	N/A	*Demonstrative Adjectives Partner Activity *Restaurant skits *A/B partner: Ordering food in a restaurant using manipulatives (los cubiertos) *Making a menu *Food Activity *Food matamoscas Game *Food Vocabulary Activity *Stem-changing e--i Verb Practice	En Español 1 McDougal Littell and ancillaries Dime I DC Heath & CO Ven Conmigo I Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

		reinforce what the student is learning in the school setting with their current language studies.			
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, Comprehensive final exam, covers both semesters. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				